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ABSTRACT

This evaluation provides a project description, principal objectives, a listing of activities and services, and aspects of communication of eight nonpublic school centers providing supplemental instruction in corrective reading, language, and mathematics to students deficient in these areas because of economic, linguistic, or environmental isolation. Standardized test results show an increase in academic achievement. Other successful outcomes include improvements in communication, program expansion to meet diagnosed individual needs, improvements in pupil self-image and attitudes, and supplementary assistance to students through paraprofessional support. Among the problems listed are student frustration resulting from failure to achieve in a group situation what is successfully gained in an individualized center; problems in scheduling, especially for grades 7 and 8; and below average mean grades despite general growth. Recommendations include staff orientations to clarify programs and to improve scheduling, a reevaluation of services offered in grades 7 and 8, and selection of new test measures in language arts specifically for grade 1 students, for foreign background students, and for the high school center. (AM)

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INSTRUCTIONAL CENTERS

HARTFORD NONPUBLIC SCHOOLS

An Evaluative Report

1974-1975

UD 015469

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Hartford Public Schools
Hartford, Connecticut
August, 1975

PREFACE

The following evaluative report of Hartford's Nonpublic Programs was compiled by Jeanne Bien, Coordinating Resource Teacher, under the supervision of Dr. Margaret P. Godfrey, Administrative Assistant for Nonpublic Schools.

Robert J. Nearine
Coordinator of Evaluation

August, 1975

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Sharing Corrective Services

with

Eligible Hartford Nonpublic Schools:

An Evaluation

I Project Description

In the city of Hartford this year, six hundred forty one eligible children were serviced in eight nonpublic schools. These were Cathedral of St.Joseph, Our Lady of Sorrows, St.Anne, St.Augustine, St. Justin, St. Peter, SS. Cyril & Methodius and South Catholic High School. (Appendix XI-X2). A staff of twenty four teachers, mostly part-time, and nine full-time paraprofessionals worked in eighteen Instructional Centers, augmented by one full-time resource teacher, office and administrative staff. Funds were jointly provided under Title I of the Elementary and Secondary Act and the State Act for Disadvantaged Children.

Corrective reading was provided at all schools serviced. One Math Center was in operation at Cathedral of St. Joseph School. Two Transitional English Centers, one at Our Lady of Sorrows and one at St. Peter School, developed language concepts into reading skills for foreign language speaking students. Supplemental classroom service to eligible students was provided by paraprofessionals during part of the work week at five of the elementary schools.

In all cases, Center instruction in corrective reading, language, or mathematics was supplemental to classroom instruction, as mandated by state and federal funding regulations.

II Principal Objectives

The two principal objectives of the program were:

A. To raise the level of achievement of those students most seriously deficient in the basic skills of reading, language, and/or mathematics as a result of economic, linguistic, or environmental isolation.

B. To improve serviced students' attitudes toward self, subject area, and school in general through an increase in successful academic experience.

III Activities and Services

REFERRALS AND SCHEDULING

Eligible pupils serviced included those recommended for continuation from the 1973-74 Center programs. Referrals for servicing of additional eligible students were submitted by principals and classroom teachers at the end of the school year and in September. In-depth diagnostic testing followed. Students were admitted to the program on a needs-priority basis determined in consultation with school administration and staff. Scheduling of classes was then arranged.

Groups of two to ten pupils met daily for instructional periods of 30-45 minutes. The full-year program lasted 34 weeks. Seventy nine pupils were sementer-cycled from September to January or from January to June.

PRESCRIPTIVE PLANNING

After teacher orientations and the administration of all tests, a totally individualized program was initiated. Samples of the rationale and long-term goals of such a program and an adapted individual lesson plan are found in the Appendix (X17-X18). Long-range student and teacher goal plan formats were also utilized.

Students were shown how to keep their own records so that their progress was evident to them. Appropriate behavioral goals, when needed, were stated positively in terms the students could read and understand. Materials were coded by skill, level, and/or interest for rapid selection and return by students, according to instructional plan assignments.

Teachers and paraprofessionals worked with individuals or small groups according to diagnosed ad-hoc needs. Conferences with students were held on an almost daily basis. Teacher-student evaluation of progress was continuous.

MATERIALS AND ACTIVITIES

The Instructional Centers were well equipped with audio-visual and instructional material when the nonpublic program began eight years ago. Over the years, materials have been repaired, replaced, or augmented.

In order to adapt these materials for a totally individualized program and purchase new materials realistically, three steps were taken:

1. Needs-assessments were made of the student populations at each school so that a determination could be made of the skill areas and levels to be covered at each center, as well as of the teaching modes that might be most successful.

2. An inventory of existing Center materials was made and materials were coded for use. Teachers and paraprofessionals put in many extra hours adapting existing materials, laminating self-correcting materials and setting up skill-files and areas for individualized learning. This process continues.

3. Selection of new material was based on each Center's needs-assessment and material inventory. Teachers self-selected new material on a small budget with resource staff guidance.

The individuality of teachers as well as pupils was recognized in the selection of materials. Uniform to all Centers and to the Program was the following format:

1. Diagnosis of pupil need
2. Inventory of instructional resources
3. Evaluation of resources, including teacher self-evaluation
4. Long-range planning
5. Plan of management
6. Teacher-pupil planning
7. Action
8. Reassessment and change, as needed
9. Communication feedback with students, parents, staff and school
10. Annual evaluations and recommendations

Where a need for language development was paramount, as at St. Peter School, a language experience approach was initiated. The Communication Arts Program developed in Hartford was used for intermediate and upper grade students at St. Anne School. A teacher experienced in the Orton Phonics Method used it successfully at St.Justin School. Totally individualized programs were initiated in one or more of the Centers at the Cathedral of St. Joseph, Our Lady of Sorrows and SS.Cyril & Methodius

schools. The Math Center utilized Math HIPS from the Board of Education as part of its new format.

The nine paraprofessionals in the program assisted students under teacher guidance, made and collated materials, helped keep records, acted as liasons between classroom and community, and helped to make this transitional year into individualization a successful one.

RECORD KEEPING

A new Individual Pupil Progress Chart was developed to record progress in reading. It has been used and evaluated and will be revised for next year. The Pupil Progress Report, sent to parents quarterly, was also revised, with provisions made for a duplicate to be kept in each pupil's Instructional Center file.

An Office Record Card was established this year for each pupil serviced. The cards include composite test scores for this year and for two years previous for pupils receiving long-term service. These will be continued and studied next year as longitudinal growth is scrutinized more carefully.

IV Communication

All aspects of communication, the cornerstone of any program, were given major attention this year. Efforts were expended with students, inte.- staff, with staffs of the schools serviced, with parents, and in the development of a viable Parent Advisory Council.

STUDENTS

Both teachers in the Program and parents who participated in the evaluation of this year's Program have indicated that communication with students continues to be good to excellent. Individualization of instruction and frequent conferences with students are considered contributing factors in this success.

INTER-STAFF

Inter-staff communication focused around regularly scheduled monthly in-service meetings pre-planned with staff representation. Resource staff was available on call and visits were made to the Centers frequently. An informal Staff Informational Feedback Survey yielded positive results. Comments and suggestions will be pursued in the 1975-76 school year. Conferences with supportive services such as Speech and Hearing, Psychologists and Social Workers, continued, as needed, with good rapport.

SCHOOL STAFFS

Nonpublic administrative staff met with principals several times during the year as part of a plan towards improved sharing of information and dialog with the schools. Center teachers scheduled a minimum of thirty minutes weekly for teacher consultations this year. At St.Augustine, the elementary school with the largest enrollment, primary teacher conferences were held bi-weekly by grade level. Skills and activities for individual pupils were discussed and coordinated at that time. Some Center teachers conferenced with classroom teachers before school or during recess.

Parents involved in project evaluation agreed with Center staff that intra-staff communication has improved. More two-way dialog is recommended with respect to needs of individual pupils, scheduling, Program rationale and legal mandates.

PARENTS

Several projects were undertaken this year to amplify and improve communication with parents. The format for reporting to parents was revised. Center teachers requested participation in regularly scheduled school conferences. Parents were invited to visit the Centers at any time, or by appointment, to discuss at any length their children's needs and progress.

Open houses were held at the Centers in December with almost two hundred parents and relatives in attendance. Presentations were made in more than one language when needed.

A Newsletter to parents was initiated and sent home with students. The Newsletter contained general information about the Nonpublic Program, articles about the Parent Advisory Council, a multi-lingual section, and details about the Centers of a featured school in each issue. The results of a survey on the preferences of parents (X19) indicated that parents especially wanted to have more articles about the centers (85%), more stories written by the children (85%), and more information on how students are recommended and accepted in the centers (82%). Fewer wanted more Center meetings in the separate schools (23%).

Parent evaluators from several of the schools recommended that parents be personally invited to the Centers to discuss the results of their children's needs assessments in October and in May. It was recommended that a bilingual person be present where needed. Other suggestions for improved communication included participation of small groups of parents monthly in the actual operation of the Centers. One school recommended an early morning Open House as a way of bringing parents, especially fathers, into the Centers. Preferences at each school will be followed up next year.

THE PARENT ADVISORY COUNCIL

The Nonpublic P.A.C. has increased its activities greatly during this school year. Local nonpublic school P.A.C. s met and selected representatives to a city-wide Nonpublic P.A.C. which met twice this Spring.

The Administrative Assistant regularly participates on the Hartford Public P.A.C. Two parents have been elected to represent the Nonpublic Parents on the Public P.A.C. for next year. Supportive participation will continue. Through the Evaluation and Planning Committees of the P.A.C., parents actively participated in reviewing this year's Project, and in developing the plans and recommendations for the school year ahead. Still more involvement by parents and by the P.A.C. is hoped for and anticipated during 1975-1976.

A detailed evaluation of the principal objectives of the program follows:

OBJECTIVE 1

Academic performance in reading, language or math will improve by an average of one month's growth per tested month of instruction, or, seventy percent of the students tested will demonstrate a minimum of one month's growth per tested month of instruction.

MEASURES OF OBJECTIVE 1

A. Standardized tests:

1. The 1971 Metropolitan, levels Primer through Advanced, in reading comprehension and math concepts for Grades 1-8.
2. On-level and out-of-level testing, based on results of in-depth diagnostic testing and teacher judgement.
3. The 1957 (1963 norms) California Reading Test, for the High School Program.

B. Informal tests:

1. Botel Phonics for students functioning on a primary level.
2. Botel or Silvaroli Word Recognition Tests for students in Grades 2-8.
3. Silvaroli I.R.I. for students functioning at Grade levels 2-8.
4. Additional teacher-made or commercial informal diagnostic tests as needed.

RESULTS OF OBJECTIVE 1

Of the 486 pupils tested in all program components at Grade levels 1-11, the average performance met or exceeded the stated objective in reading comprehension or math concepts. Growth in word-attack or math computation averaged 12 months in a 7 month annual test span. Growth in reading

comprehension or math concepts averaged 10 months in a 7 month test span. Average growth in areas listed above more than doubled in a 3½ month test span. (See Composite Months of Growth, on page 11).

Stated differently, 73% of all students pre and post-tested on an annual basis beyond the Primer level attained a minimum of one month's growth for each tested month of service. Of that number, 32% doubled or more than doubled expected objective performance. Semester students exceeded the above stated performance. (See Composite Results of Objective No. 1 on page 12).

Of students informally tested on the Silvaroli I.R.I., approximately 90% demonstrated or exceeded a minimum of one year's growth in reading performance during a 7 month test span.

Approximately 15% (75) of Center serviced students were not pre and post-tested. Of that number, 6 Grade One students and 17 of the 19 Transitional English students at St. Peter were not pre-tested because of language deficiency. The majority of the balance of untested students moved before post-tests were administered.

INTERPRETATION OF OBJECTIVE 1

As originally stated, and as substantiated on Composite Months of Growth data sheet, Objective 1 was met and/or surpassed, particularly in Grades 6-8.

Viewed on a percentile basis, the Math Program was exemplary. Primary reading students and those in Transitional English had a high incidence of success in the area of word-attack (81% and 88% respectively). Students in intermediate or upper-grade Reading, Math and Transitional English Centers doubled the first objective by 40% or more.

COMPOSITE MONTHS OF GROWTH
BY GRADE LEVEL OR PROGRAM COMPONENT

Grade or Program	No. Pupils	Months of Growth in Vocabulary or Math Computation	Months of Growth in Reading Comp. or Math Concepts	Months of Growth in Total Reading or Combined Math
TOTAL ANNUAL PROGRAM-SEVEN MONTH TEST SPAN				
2	78	+ 11	+ 9	+ 9
3	73	+ 11	+ 9	+ 10
4	52	+ 9	+ 10	+ 10
5	50	+ 10	+ 11	+ 10
6	44	+ 10	+ 13	+ 11
7	46	+ 11	+ 13	+ 12
8	36	+ 16	+ 13	+ 15
9-11	28	+ 3	+ 8	+ 7
TOTALS :	407	+ 12	+ 10	+ 10
SEMESTER PROGRAMS-3½ MONTH TEST SPAN				
Reading: Primary Centers	29	+ 7	+ 7	+ 6
Reading: Int. Centers	30	+ 7	+ 8	+ 8
Reading: Upper Centers	16	+ 12	+ 11	+ 10
Math Center	2	+ 6	+ 10	+ 8
Transitional Eng.	2	+ 12	+ 23	+ 17
TOTALS :	79	+ 8	+ 9	+ 8

COMPOSITE RESULTS OF OBJECTIVE NUMBER ONE:

Seventy percent of students pre and post tested will attain a minimum of one month's growth for each tested month of participation in the program.

Program Component	Total No. of Pupils Tested	No. of pupils who attained Objective No.1 Rdg. Comp. or Math Computation	% Attaining Objective No.1	No. pupils who doubled Objective No.1 Reading Comp.or Math Computation	% Doubling Objective No. 1
Primary Reading	183	139	76%	36	20%
Intermediate Rdg.	118	78	66%	44	37%
Upper Reading	86	65	75%	35	41%
High School Rdg.	27	15	56%	1	4%
Math Program	20	19	95%	11	55%
Transitional English	19	13	68%	11	58%
Totals	453	329	73%	143	32%

Test Intervals: Seven months for annual measure.
Fourteen months considered doubled growth.
Four months for semester measure (3½ mo. service).
Eight months considered doubled growth.

Test results of the High School Program were problematical in that language development skills were the core of a program in which pupils were measured by reading comprehension growth. A new test has been selected for next year.

The validity of administering out-of-level testing and the effectiveness of results are difficult to substantiate. In view of the above and of the problems encountered in reporting test results, tests administered next year should be uniform by grade level. It is recommended that students be tested at one level below that which the publisher recommends for Grades 3, 5 and 7.

Despite outstanding growth, especially in Grades 5-8 where more is to be expected, mean grade equivalent of students tested at all grades remains below average. Longitudinal growth for individual students is being charted and will be under study during 1975-1976.

Transitional English students at St. Peter might have been better serviced in an E.S.L. program. Alternatives in testing First Graders and language deficient students should be pursued.

OBJECTIVE 2

Serviced students' attitudes toward self, subject area and school in general will improve through an increase in successful academic experience.

MEASURES OF OBJECTIVE 2

A. Classroom and center teacher general observations.

B. Observed growth in ability to function independently and successfully from daily lesson plans (contract sheets).

C. Student Attitude and Interest Surveys administered in September and May to all students in Grades 4-8.

D. Informal parent evaluations.

RESULTS OF OBJECTIVE 2

According to classroom teachers, many Center-serviced students who had a defeated attitude in September finished the year eager to try new things.

The individualized programs in the Instructional Centers provided the students with success in skills at levels appropriate to their needs and performance abilities. Students followed contract sheets, secured materials and kept their own records with a minimum of teacher help. They frequently borrowed books and other devices from the Instructional Centers. Improved attendance was noted near the end of the year at several Centers.

Results of the Attitude and Interest Survey are on the page following. Post-test comparisons in the Interest Survey revealed that:

9% more students liked to read
41% fewer had a favorite book
36% more read books recommended by friends
7% more went to the library
31% fewer watched TV instead of reading
25% more read books related to movies or TV programs

A comparison between pre and post Attitude components shows students slightly less pleased with school (8%), more pleased with their reading (11%), and more favorable toward teachers (7%).

Parent contacts with Center teachers consistently confirmed that students felt better about coming to the Centers than they did initially and that most students were enthused or encouraged about Center programs.

COMPOSITE OF PRE-POST RESULTS OF SURVEY ADMINISTERED
TO GRADES 4-8 IN SEPTEMBER, 1974 AND MAY, 1975

Name_____ School_____ Center_____ Date_____

Interest Survey

Directions:

Circle the Answers to these questions.

				POSITIVE RESPONSES	
				Pre	Post
Yes	No	1.	Do you like to read?	80%	89%
Yes	No	2.	Do you have a favorite book?	72%	31%
Yes	No	3.	Have you ever read a book more than once?	81%	78%
Yes	No	4.	Have you ever read a book one of your friends said was good?	25%	61%
Yes	No	5.	Do you go to the library?	85%	92%
Yes	No	6.	Do you ever ask the teacher or librarian for help if you are looking for a book?	86%	82%
Yes	No	7.	Do you ever read a book instead of watching television? NO	48%	17%
Yes	No	8.	Do you read a book if you have seen the movie or television program based on it?	20%	45%

Attitude Survey

Directions:

In the next part of this survey, circle the adjectives that best describe your feelings. You may circle more than one.

		POSITIVE RESPONSES	
		Pre	Post
1.	School makes me feel (happy) (excited) sad (interested) bored	65%	53%
2.	My reading is (excellent) (good) (all right) not too good very poor	63%	74%
3.	Reading books and stories is (fun) (exciting) (interesting) boring bad	92%	92%
4.	I think about myself as (tall) (good-looking) plain (happy) (smart) (short) sad (dumb)	84%	81%
5.	Teachers are (busy) (helpful) hurried (funny)	92%	99%
6.	Other kids are (fun) (friends) enemies dull good readers poor sports (like me) (different from me)	62%	63%

( ) Circled words considered positive or neutral

Parents of Center students who participated in June Evaluation Meetings of the P.A.C. concurred that their own children and those with whom they spoke in the Centers evidenced self-assurance while working on Center projects.

INTERPRETATION OF OBJECTIVE 2

Successes met in the Center based on individual planning led to improved self-image and increased confidence. Students developed an increased ability to work independently. Success seemed to generate further interest.

According to the Attitude and Interest Survey, reading-related interests of pupils showed improvement. Fewer reread the same book, but instead read more books recommended by friends, ones related to movies, TV programs, or read instead of watching TV. The post survey indicated some improvement in attitudes toward reading and teachers, less favorable attitudes toward school than evidenced in September. Perhaps the latter can be interpretated as an end-of-the-year syndrome.

Parents generally agreed that students were more pleased with themselves and more confident in their work while participating in Center programs. Classroom teachers noted that some of this carried over into school work. The divergence between the functional level at which success is met in the Center in an individualized program and the frustrations encountered in a group situation in the classroom still exists however, particularly in Grades 7-8.

VI Summary

COMMENTARY

Standardized test results of this year's Program are highly favorable. Test results by Program Components and separate Centers are available in the Appendix (X9 -X15).

Out-of-level testing was admimistered to students who were diagnosed as performing in excess of a year below grade level. Effects of such testing on performance growth are difficult to quantify and report for objective tabulation (X6- X8) even though these may be considered sound educationally.

Major efforts were made toward improved communication in all facets of the Program this year. Improvement was noted. Plans for 1975-76 include amplified dialog with parents and staffs of the schools serviced.

A result of major significance this year has been the successful expansion of a program geared to meet the particular needs of the individuals serviced. Most significant of all, perhaps, is the positive change in attitude and self-concept experienced by many of the students who participated.

SUCCESSFUL OUTCOMES

A. Successful initiation of a totally individualized program based on diagnosed need.

B. A planned program for inservice staff development organized on a monthly basis.

C. Increase in academic achievement as evidenced by test results.

D. Improved pupil ability to work independently, with resulting improvement in self-image and attitude.

E. Supplementary assistance to selected eligible students who were not otherwise serviced, through paraprofessional support in regular classroom situations.

F. Expanded communication among parents, regular school staff, and center personnel.

PROBLEMS

A. Students meeting with success in the individualized Centers are frequently frustrated in the classroom where they are still unable to attain higher levels of expectation in a group situation.

B. Scheduling, though improved, remains an area of difficulty, especially in Grades 7-8.

C. Problems were encountered in reporting results of out-of-level standardized tests administered according to individually diagnosed performance.

D. MAT results were an inadequate gauge of successes met in language development.

E. Despite outstanding growth generally, mean grade equivalent remains below average, and a few pupils have made little longitudinal growth over years serviced.

F. Need exists for increased communication between individual parents and Center teachers, and for better communication with school staff.

RECOMMENDATIONS

A. September orientations with school staffs to clarify program, improve scheduling where possible, and proselytize planning based on levels of function and need.

B. Re-evaluation of services offered in Grades 7-8 with consideration of semester cycling or elimination of services where scheduling problems cannot be resolved.

C. Standardized test levels to be predominantly uniform by grade levels for next year.

D. Selection of new test measures in language arts, especially at Grade 1, for foreign background students, and for the High School Center.

E. Records of longitudinal growth have been established for each student and will be studied in 1975-76. Pupil Appraisal Team meetings are suggested where limited long-range growth occurs.

F. Continuation and expansion of PAC Program, including scheduled parent visits to the Centers at least twice yearly.

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Students Serviced
1974-1975
Hartford Nonpublic Programs

PROGRAM TITLE	GRADES	CENTER PROGRAMS ANNUAL	SEMESTER	UNTESTED	UNDUPLICATED PARA-PROFESSIONAL ASSISTANCE	TOTALS
Primary	K-4	178	29	25	59	291
Intermediate	4-6	96	30	7	11	144
Upper	7-8	70	16	8	10	104
Transitional English	1-8	16	2	17		35
Mathematics	4-8	19	2	2		23
High School	9-11	28		16		44
TOTALS		407	79	75	80	641

Center-Serviced and Tested Annually:	407
" " " " Semester Only:	79
TOTAL CENTER-SERVICED AND TESTED:	486
Center Serviced but Untested:	75
TOTAL CENTER SERVICED	561
Unduplicated Paraprofessional Serviced	80
TOTAL NUMBER OF STUDENTS SERVICED FROM ALL PROGRAM COMPONENTS LISTED ABOVE:	641

Hartford Nonpublic Programs

Total Number of Pupils Serviced in 1974-1975

School or Program	Grade Level Distribution K	1	2	3	4	5	6	7	8	9	10	11	Totals
Elementary Reading													
Cathedral			16	14	9	13	6	8	10				76
Our Lady of Sorrows		4	11	14	12	3	8	6	2				60
St. Anne			18	12	8	12	7	8	4				69
St. Augustine			20	18	8	12	7	10	6				81
SS. Cyril & Methodius			6	9	2	6	9	1	4				37
St. Justin		1	10	5	11	6	5	9	9				56
St. Peter		5	17	14	12	6	8	9	8				79
High School Reading													
South Catholic										31	12	1	44
Math													
Cathedral					5	8	6	3	2				24
Transitional English													
St. Peter Our Lady of Sorrows		4	2	1	2	8	6	8	4				35
Para. Supplement													
Five Schools	2		16	41		8	3	10					80
Totals	2	14	116	128	69	82	65	72	49	31	12	1	641

HARTFORD NONPUBLIC PROGRAMS

INTERMEDIATE AND UPPER GRADE CENTERS 1974-1975
M.A.T. GROWTH EVALUATION

SCHOOL	GRADES 4 - 5 - 6					GRADES 7 - 8				
	1 Comprehension			2 Comprehension		1 Comprehension			2 Comprehension	
	Total number of students tested	Number of students who showed one mo. growth for each month serviced	% of total students tested	Number of students showing double mo. growth for each month serviced	% of total students tested	Total number of students tested	Number of students who showed one mo. growth for each month serviced	% of total students tested	Number of students showing double mo. growth for each month serviced	% of total students tested
Cathedral	17	10	58%	5	29%	18	15	83%	9	50%
O.L.S	10	7	70%	1	10%	7	6	86%	4	57%
St. Anne	17	13	76%	8	44%	10	9	90%	4	40%
St. Augustine	27	15	56%	9	33%	15	9	60%	5	33%
St. Cyril	16	11	69%	9	56%	5	4	80%	4	80%
St. Justin	11	9	82%	6	55%	15	11	73%	3	20%
St. Peter	20	13	65%	6	30%	16	11	69%	6	38%
TOTALS	118	78	66%	44	37%	86	65	75%	35	41%

COMPOSITE OF PRE-POST RESULTS OF SURVEY ADMINISTERED
TO GRADES 4-8 IN SEPTEMBER, 1974 AND MAY, 1975

Name_____ School_____ Center_____ Date_____

Interest Survey

Directions:

Circle the Answers to these questions.

				POSITIVE RESPONSES Pre	Post
Yes	No	1.	Do you like to read?	80%	89%
Yes	No	2.	Do you have a favorite book?	72%	31%
Yes	No	3.	Have you ever read a book more than once?	81%	78%
Yes	No	4.	Have you ever read a book one of your friends said was good?	25%	61%
Yes	No	5.	Do you go to the library?	85%	92%
Yes	No	6.	Do you ever ask the teacher or librarian for help if you are looking for a book?	86%	82%
Yes	No	7.	Do you ever read a book instead of watching television? NO	48%	17%
Yes	No	8.	Do you read a book if you have seen the movie or television program based on it?	20%	45%

Attitude Survey

Directions:

In the next part of this survey, circle the adjectives that best describe your feelings. You may circle more than one.

		POSITIVE RESPONSES Pre	Post
1.	School makes me feel (happy) (excited) sad (interested) bored	65%	53%
2.	My reading is (excellent) (good) (all right) not too good very poor	63%	74%
3.	Reading books and stories is (fun) (exciting) (interesting) boring bad	92%	92%
4.	I think about myself as (tall) (good-looking) plain (happy) (smart) (short) sad (dumb)	84%	81%
5.	Teachers are (busy) (helpful) hurried (funny)	92%	99%
6.	Other kids are (fun) (friends) enemies dull good readers poor sports (like me) (different from me)	62%	63%

( ) Circled words considered positive or neutral

Parents of Center students who participated in June Evaluation Meetings of the P.A.C. concurred that their own children and those with whom they spoke in the Centers evidenced self-assurance while working on Center projects.

INTERPRETATION OF OBJECTIVE 2

Successes met in the Center based on individual planning led to improved self-image and increased confidence. Students developed an increased ability to work independently. Success seemed to generate further interest.

According to the Attitude and Interest Survey, reading-related interests of pupils showed improvement. Fewer reread the same book, but instead read more books recommended by friends, ones related to movies, TV programs, or read instead of watching TV. The post survey indicated some improvement in attitudes toward reading and teachers, less favorable attitudes toward school than evidenced in September. Perhaps the latter can be interpretated as an end-of-the-year syndrome.

Parents generally agreed that students were more pleased with themselves and more confident in their work while participating in Center programs. Classroom teachers noted that some of this carried over into school work. The divergence between the functional level at which success is met in the Center in an individualized program and the frustrations encountered in a group situation in the classroom still exists however, particularly in Grades 7-8.

VI Summary

COMMENTARY

Standardized test results of this year's Program are highly favorable. Test results by Program Components and separate Centers are available in the Appendix (X9 -X15).

Out-of-level testing was administered to students who were diagnosed as performing in excess of a year below grade level. Effects of such testing on performance growth are difficult to quantify and report for objective tabulation (X6- X8) even though these may be considered sound educationally.

Major efforts were made toward improved communication in all facets of the Program this year. Improvement was noted. Plans for 1975-76 include amplified dialog with parents and staffs of the schools serviced.

A result of major significance this year has been the successful expansion of a program geared to meet the particular needs of the individuals serviced. Most significant of all, perhaps, is the positive change in attitude and self-concept experienced by many of the students who participated.

SUCCESSFUL OUTCOMES

A. Successful initiation of a totally individualized program based on diagnosed need.

B. A planned program for inservice staff development organized on a monthly basis.

C. Increase in academic achievement as evidenced by test results.

D. Improved pupil ability to work independently, with resulting improvement in self-image and attitude.

E. Supplementary assistance to selected eligible students who were not otherwise serviced, through paraprofessional support in regular classroom situations.

F. Expanded communication among parents, regular school staff, and center personnel.

PROBLEMS

A. Students meeting with success in the individualized Centers are frequently frustrated in the classroom where they are still unable to attain higher levels of expectation in a group situation.

B. Scheduling, though improved, remains an area of difficulty, especially in Grades 7-8.

C. Problems were encountered in reporting results of out-of-level standardized tests administered according to individually diagnosed performance.

D. MAT results were an inadequate gauge of successes met in language development.

E. Despite outstanding growth generally, mean grade equivalent remains below average, and a few pupils have made little longitudinal growth over years serviced.

F. Need exists for increased communication between individual parents and Center teachers, and for better communication with school staff.

RECOMMENDATIONS

A. September orientations with school staffs to clarify program, improve scheduling where possible, and proselytize planning based on levels of function and need.

B. Re-evaluation of services offered in Grades 7-8 with consideration of semester cycling or elimination of services where scheduling problems cannot be resolved.

C. Standardized test levels to be predominantly uniform by grade levels for next year.

D. Selection of new test measures in language arts, especially at Grade 1, for foreign background students, and for the High School Center.

E. Records of longitudinal growth have been established for each student and will be studied in 1975-76. Pupil Appraisal Team meetings are suggested where limited long-range growth occurs.

F. Continuation and expansion of PAC Program, including scheduled parent visits to the Centers at least twice yearly.

APPENDIX

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Number and Distribution of Pupils Serviced (2)..... X1

M.A.T. Growth Evaluation (3)..... X3

Distribution of On-Level and Out-of-Level Testing (3)..... X6

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Students Serviced
1974-1975
Hartford Nonpublic Programs

PROGRAM TITLE	GRADES	CENTER PROGRAMS ANNUAL	CENTER PROGRAMS SEMESTER	CENTER PROGRAMS UNTESTED	UNDUPLICATED PARA-PROFESSIONAL ASSISTANCE	TOTALS
Primary	K-4	178	29	25	59	291
Intermediate	4-6	96	30	7	11	144
Upper	7-8	70	16	8	10	104
Transitional English	1-8	16	2	17		35
Mathematics	4-8	19	2	2		23
High School	9-11	28		16		44
TOTALS		407	79	75	80	641

Center-Serviced and Tested Annually:	407
" " " " Semester Only:	79
TOTAL CENTER-SERVICED AND TESTED:	486
Center Serviced but Untested:	75
TOTAL CENTER SERVICED	561
Unduplicated Paraprofessional Serviced	80
TOTAL NUMBER OF STUDENTS SERVICED FROM ALL PROGRAM COMPONENTS LISTED ABOVE:	35

Hartford Nonpublic Programs

Total Number of Pupils Serviced in 1974-1975

	Grade Level Distribution												
School or Program	K	1	2	3	4	5	6	7	8	9	10	11	Totals
Elementary Reading													
Cathedral			16	14	9	13	6	8	10				76
Our Lady of Sorrows		4	11	14	12	3	8	6	2				60
St. Anne			18	12	8	12	7	8	4				69
St. Augustine			20	18	8	12	7	10	6				81
SS. Cyril & Methodius			6	9	2	6	9	1	4				37
St. Justin		1	10	5	11	6	5	9	9				56
St. Peter		5	17	14	12	6	8	9	8				79
High School Reading													
South Catholic										31	12	1	44
Math													
Cathedral					5	8	6	3	2				24
Transitional English													
St. Peter Our Lady of Sorrows		4	2	1	2	8	6	8	4				35
Para. Supplement													
Five Schools	2		16	41		8	3	10					80
Totals	2	14	116	128	69	82	65	72	49	31	12	1	641

HARTFORD NONPUBLIC PROGRAMS PRIMARY CENTERS, 1974-1975
M.A.T. GROWTH EVALUATION EXCLUSIVE OF PRIMER-TESTED STUDENTS

SCHOOL	1 Word Attack: Total number of children tested		1 Word Attack: Number of children who showed one mo. growth for each month serviced	1 Word Attack: % of total children tested		1 Comprehension: Number of children who showed one mo. growth for each month serviced	1 Comprehension: % of total children tested		2 Comprehension: Number of children showing double mo. per month serviced	2 Comprehension: % of total children tested		
Cathedral	34		23	68%		22	65%		5	15%		
O.L.S	40		29	73%		33	83%		16	40%		
St. Anne	32		30	94%		25	78%		7	22%		
St. Augustine	32		22	69%		19	59%		1	3%		
St. Cyril	16		15	94%		12	75%		4	25%		
St. Justin	16		12	75%		15	94%		2	13%		
St. Peter	29		17	59%		13	45%		1	3%		
TOTALS	183		148	81%		139	76%		36	20%		

HARTFORD NONPUBLIC PROGRAMS

MATH, TRANSITIONAL ENGLISH AND HIGH SCHOOL CENTERS 1974-1975
M.A.T. GROWTH EVALUATION

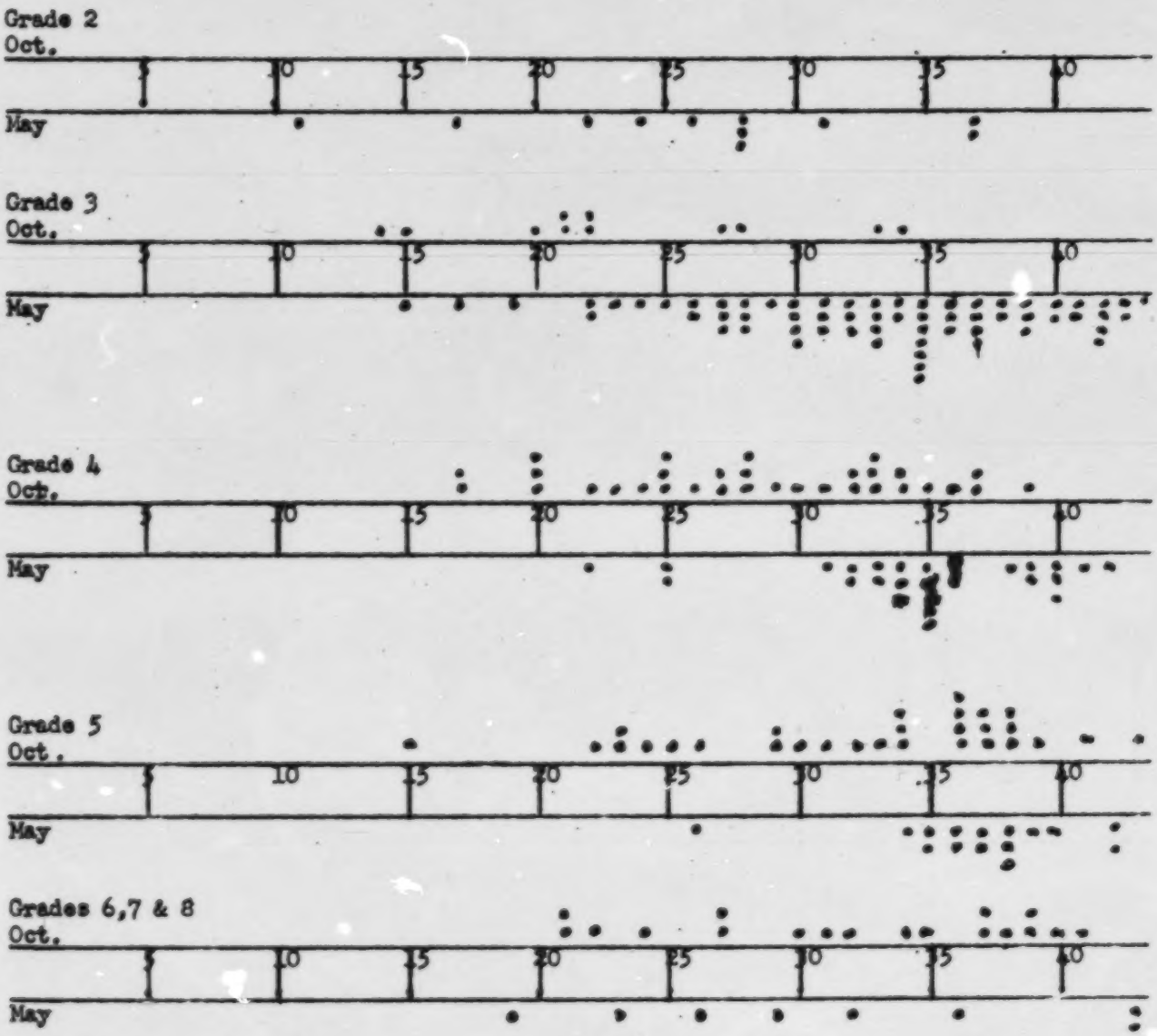
SCHOOL	Total number of students tested		1 Math Computation or Word Attack: Number of children showing one month growth per month of service	1 Math Computation or Word Attack: % of total children tested		1 Math Concepts or Comprehension: Number of children showing one month growth per month of service	1 Math Concepts or Comprehension: % of total children tested		2 Math Concepts or Comprehension: Number of children showing double mo. growth per month of service	2 Math Concepts or Comprehension: % of total children tested		
Math Cathedral	20		18	90%		19	95%		11	55%		
Transitional Eng. O.L.S.	17		15	88%		12	71%		11	65%		
Transitional Eng. St. Peter	2		--	---		1	50%		--	---		
So. Catholic	27		12	44%		15	56%		1	.04%		
TOTALS	66		45	68%		47	71%		30	45%		

Hartford Nonpublic Programs
1974-1975 Evaluative Report

DISTRIBUTION OF ON-LEVEL AND OUT-OF-LEVEL TESTING I

Raw Scores in reading comprehension for full-year students at all grade levels

(Primary II Level of the Metropolitan only)



DISTRIBUTION OF ON-LEVEL AND OUT-OF-LEVEL TESTING II

Break-down of Metropolitan Primary II Level Test Results in Comprehension for Selected Students Tested October-May at all Grade Levels.

Pre-test form H ; Post-test form G

No. Pupils Tested	Grades	Median Raw Scores		Standard Score	Grade Equiv.	Stanine
11*	2	Post-test	26	52	2.6	5
11	3	Pre-test	22	50	2.4	3
63	3	Post-test	34	57	3.0	4
32	4	Pre-test	27	53	2.6	
26	4	Post-test	35	58	3.1	
29	5	Pre-test	34	57	3.0	
15	5	Post-test	37	60	3.3	
18	6,7,8	Pre-test	32	56	2.9	
8	6,7,8	Post-test	29	54	2.7	

* More successful 2nd graders in program, as predetermined by teacher-judgment and in-depth diagnostic testing.

INTERPRETATION:

Out-of-level testing of selected pupils in grades 4-8 corroborates judgment of performance as far below grade level, especially in grades 6-8. Determination of which level of Metropolitan to be administered was made after in-depth diagnostic testing was completed in September and April.

According to Primary II test performance, a large cluster of post-tested students in Grade 3, a smaller cluster in Grade 4, and isolated cases in Grades 5-8 should have been tested at higher levels of the Metropolitan or on-level tested. (See previous page.)

Hartford Nonpublic Programs
Test Evaluation Supplement

DISTRIBUTION OF ON-LEVEL AND OUT-OF-LEVEL TESTING III

Composite for Annual Reading - Grades 2-8

1971 MAT Administered October-May

Pre-Test Form H Post-Test Form G

	No. of Pupils Tested at Each Level									
	1	2	3	4	5	6				
	Primer K.7 1.4	Prim.I 1.5 2.4	Prim.II 2.5 3.4	Elem. 3.5 4.9	Int. 5.0 6.9	Adv. 7.0 9.9				
Grade	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	# Pupils post-tested at Grade Level	# Pupils post-tested One Level Below	# Pupils post-tested Two+ Levels Below	Pupils Serviced But Not Tested *
1	/	App. *								
2	5 / 1	60 / 53	App. / 11				11	53	1	
3		63 / 10	11 / 63	App. / 1			1	63	10	
4		11 / 3	32 / 26	9 / App. 23			23	26	3	
5		9 / 2	29 / 15	13 / 28	2 / App. 11		11	28	17	
6		2 /	11 / 6	15 / 12	3 / App. 13		13	12	6	
7		1 /	5 / 1	9 / 8	22 / 27	App. / 1	1	27	9	
8			2 / 1	4 / 2	20 / 19	8 / App. 12	12	19	3	
					Totals		72	228	49	

* App: Appropriate Post-Test recommended

Metropolitan Achievement Test
Summary-Tabulation Form
Hartford Nonpublic Programs

PRIMARY CENTERS-ANNUAL

Grade	No. pupils	School	Word Knowledge G.E. Pre	Word Knowledge G.E. Post	Word Knowledge 7 mo. Grow.	Rdg. Comp. G.E. Pre	Rdg. Comp. G.E. Post	Rdg. Comp. 7 mo. Grow.	Total Rdg. G.E. Pre	Total Rdg. G.E. Post	Total Rdg. 7 mo. Grow.	Un-Tested	Para Helped
1		All Schools										6	
2	15	Cathedral	1.6	2.8	12	1.4	2.1	7	1.5	2.3	8		
	7	O.L.S.	1.8	3.3	15	1.6	2.9	13	1.7	2.9	12		
	11	St. Anne	1.8	2.7	9	1.6	2.5	9	1.7	2.6	9	4	
	15	St. Augustine	1.5	2.3	8	1.5	2.1	6	1.5	2.2	7	1	2K
	6	St. Cyril	1.7	3.7	20	1.5	3.8	23	1.6	3.5	19		
	8	St. Justin	2.0	3.3	13	1.6	2.6	10	1.8	2.7	9	2	10
	16	St. Peter	1.5	2.4	9	1.5	2.2	7	1.5	2.3	8	1	6
2	78	MEAN GROWTH			11			9			9		
3	13	Cathedral	2.0	2.9	9	1.9	2.7	8	1.9	2.7	8	1	9
	10	O.L.S.	2.3	3.2	9	2.0	3.1	11	2.2	3.1	9		
	12	St. Anne	2.7	4.5	18	2.8	4.0	12	2.7	4.3	16		
	15	St. Augustine	1.9	2.7	8	1.5	2.5	10	1.7	2.7	10		
	9	St. Cyril	2.5	3.6	9	2.3	3.1	8	2.3	3.3	10		
	5	St. Justin	1.9	3.7	18	1.6	2.6	10	1.8	2.7	9		16
	9	St. Peter	2.3	2.9	6	2.4	3.0	6	2.4	2.9	5	4	16
3	73	MEAN GROWTH			11			9			10		
4	9	Cathedral	2.6	3.5	9	2.4	3.3	9	2.5	3.4	9		
	6	O.L.S.	2.9	4.1	12	2.7	4.1	14	2.8	4.0	12	1	
	6	St. Anne	2.3	3.4	11	2.5	3.5	10	2.4	3.4	10	2	
	1	St. Cyril	2.7	3.0	3	2.7	3.2	5	2.6	3.1	5		
	3	St. Justin	3.0	3.9	9	2.8	3.7	9	2.9	3.8	9		
	2	St. Peter	1.6	2.2	6	1.8	2.7	9	1.7	2.5	8	3	
4	27	MEAN GROWTH			10			10			10		
	178	TOTAL PRIMARY ANNUAL MEAN GROWTH			11			9			10	(25)	(59)

K - Kindergarten

PRIMARY CENTERS - SEMESTER

Grade	No. pupils	Schools	Word Knowledge G.E. Pre	Word Knowledge G.E. Post	Word Knowledge 7 mo. Grow.	Rdg. Comp. G.E. Pre	Rdg. Comp. G.E. Post	Rdg. Comp. 7 mo. Grow.	Total Rdg. G.E. Pre	Total Rdg. G.E. Post	Total Rdg. 7 mo. Grow.	Un-Tested	Para Helped
				FIRST SEMESTER									
2	3	O.L.S.	2.0	2.5	5	1.9	2.4	5	1.9	2.4	5		
	1	St. Augustine	1.7	2.2	5	1.8	2.7	9	1.8	2.4	6		
3	2	O.L.S.	2.8	3.1	3	2.4	3.5	11	2.8	3.4	6		
	2	St. Augustine	2.5	4.1	16	2.2	2.7	5	2.3	2.9	6		
4	2	O.L.S.	2.6	2.6	--	2.5	3.3	8	2.6	3.3	7		
PRIM	10	1st SEMESTER MEAN GROWTH			6			7			6		
				SECOND SEMESTER									
1	4	O.L.S.	1.8	2.1	3	1.5	2.1	6	1.7	2.1	4		
2	1	Cathedral	1.8	4.1	23	1.7	3.5	18	1.9	3.7	18		
	3	St. Anne	1.8	2.8	10	1.6	2.6	10	1.7	2.7	10		
	3	St. Augustine	1.7	2.5	8	1.9	2.4	5	1.9	2.5	6		
	1	O.L.S.	1.6	2.5	9	1.6	1.9	3	1.6	2.1	5		
3	2	O.L.S.	2.0	2.5	5	2.1	2.8	7	2.1	2.6	5		
	1	St. Augustine	2.5	3.4	9	1.9	2.7	8	2.1	2.9	8		
	1	St. Peter	2.2	2.5	3	2.3	2.9	6	2.3	2.7	4		
4	3	O.L.S.	3.0	3.5	5	3.0	3.7	7	3.0	3.6	6		
PRIM	19	2nd SEMESTER MEAN GROWTH			7			7			7		
	29	TOTAL PRIMARY BOTH SEMESTERS MEAN GROWTH			7			7			6		

INTERMEDIATE CENTERS - ANNUAL

Grade	No. pupils	School	Word Knowledge G.E. Pre	Word Knowledge G.E. Post	Word Knowledge 7 mo. Grow.	Rdg. Comp. G.E. Pre	Rdg. Comp. G.E. Post	Rdg. Comp. 7 mo. Grow.	Total Rdg. G.E. Pre	Total Rdg. G.E. Post	Total Rdg. 7 mo. Grow.	Un-Tested	Para Helped
4	8	St. Augustine	2.4	2.9	5	2.1	3.2	11	2.2	3.0	8		
	1	St. Cyril	4.1	3.8	-3	1.9	3.5	16	2.2	3.6	14		
	7	St. Justin	3.2	4.3	11	2.9	3.8	9	2.9	4.0	11	1	
	6	St. Peter	2.9	3.5	6	2.6	3.3	7	2.7	3.4	7		
4	22	MEAN GROWTH			7			10			9		
5	10	Cathedral	3.2	4.3	11	3.5	4.5	10	3.3	4.4	11	2	
	3	O.L.S.	3.3	5.5	22	3.2	4.2	10	3.2	4.5	13		
	6	St. Anne	2.6	3.7	11	2.3	3.4	11	2.5	3.3	8	2	
	8	St. Augustine	2.6	3.6	10	2.6	3.7	11	2.6	3.5	9		
	2	St. Cyril	3.0	4.1	9	3.1	3.5	4	3.1	3.7	6		
	1	St. Justin P	3.4	5.2	18	3.2	4.3	11	3.3	4.6	13		
	5	St. Justin	4.1	4.4	3	3.2	4.2	10	3.5	4.3	8		
	4	St. Peter	3.0	3.5	5	2.9	3.6	7	3.0	3.4	4	1	8M
5	39	MEAN GROWTH			10			10			9		
6	6	Cathedral	4.0	4.5	5	3.9	4.8	9	3.8	4.5	7		
	7	O.L.S.	4.6	5.5	9	4.1	6.0	19	4.4	5.7	13	1	
	1	St. Anne P	2.3	3.1	8	2.3	2.9	6	2.3	3.0	7		
	4	St. Augustine	3.3	4.6	13	3.5	4.5	10	3.3	4.5	12		
	7	St. Cyril	4.6	6.2	16	4.7	6.1	14	4.6	6.0	14		
	4	St. Justin	5.0	6.1	11	3.8	5.3	15	4.1	5.6	15		
	6	St. Peter	3.4	3.8	4	3.5	4.7	12	3.4	4.0	6		3M
6	35	MEAN GROWTH			9			13			11		
	96	TOTAL INTERMEDIATE ANNUAL MEAN GROWTH			9			11			10	(7)	(11)

M - MATH

INTERMEDIATE CENTERS - SEMESTER

Grade	No. pupils	School	Word Knowledge G.E. Pre	Word Knowledge G.E. Post	Word Knowledge 7 mo. Grow.	Rdg. Comp. G.E. Pre	Rdg. Comp. G.E. Post	Rdg. Comp. 7 mo. Grow.	Total Rdg. G.E. Pre	Total Rdg. G.E. Post	Total Rdg. 7 mo. Grow.	Un-Tested	Para Helped
					FIRST SEMESTER								
5	1	St. Augustine	4.1	4.1	--	3.1	4.4	13	3.4	4.5	11		
	2	St. Cyril	3.3	4.1	8	3.2	4.0	8	3.2	4.0	8		
6	6	St. Anne	4.1	5.6	15	4.2	4.7	5	4.1	5.0	9		
	1	St. Augustine	2.3	2.5	2	2.3	2.4	1	2.2	2.4	2		
	1	St. Cyril	4.8	7.3	25	5.7	6.7	10	5.0	6.9	19		
	1	St. Peter	5.8	5.8	--	4.3	6.5	22	4.9	6.2	13		
INTER	12	1st SEMESTER MEAN GROWTH			11			8			10		
					SECOND SEMESTER								
4	1	St. Justin	3.9	3.7	-2	3.7	3.6	-1	3.8	3.6	-2		
	1	St. Peter	4.2	4.1	-1	2.7	4.1	14	2.7	3.9	12		
5	1	Cathedral	2.4	2.6	2	2.5	3.1	6	2.1	2.9	8		
	4	St. Anne	3.9	4.6	7	3.1	4.0	9	3.2	4.2	10		
	3	St. Augustine	3.2	3.8	6	3.1	3.4	3	3.2	3.7	5		
	1	St. Cyril P	2.5	3.4	9	2.6	3.9	13	2.5	3.5	10		
	1	St. Cyril	2.3	3.0	7	3.3	3.4	1	2.6	3.2	6		
	1	St. Peter	3.7	3.7	--	3.6	4.9	13	3.6	4.2	6		
6	2	St. Augustine	3.8	4.1	3	3.1	3.7	6	3.5	3.9	4		
	1	St. Cyril	6.1	5.8	-3	4.5	6.5	20	5.3	6.0	7		
	1	St. Justin	6.1	7.3	12	5.4	6.7	13	5.6	6.9	13		
	1	St. Peter	3.4	3.8	4	3.2	3.9	7	3.3	3.8	5		
INTER	18	2nd SEMESTER MEAN GROWTH			4			8			7		
	30	TOTAL INTERMEDIATE BOTH SEMESTERS MEAN GROWTH			7			8			8		

UPPER-GRADE CENTERS

Grade	No. pupils	School	Word Knowledge G.E. Pre	Word Knowledge G.E. Post	Word Knowledge 7 mo. Grow	Rdg. Comp. G.E. Pre	Rdg. Comp. G.E. Post	Rdg. Comp. 7 mo. Grow	Total Rdg. G.E. Pre	Total Rdg. G.E. Post	Total Rdg. 7 mo. Grow	Un-Tested	Para Helped
						ANNUAL							
7	8	Cathedral	4.3	5.6	13	4.4	5.9	15	4.3	5.7	14		
	6	O.L.S.	4.8	5.9	11	4.8	6.4	16	4.8	6.1	13		
	1	St. Anne	3.0	4.1	11	3.1	4.3	12	3.1	4.3	12		
	7	St. Augustine	3.5	4.2	7	3.4	4.9	15	3.4	4.5	11		
	7	St. Justin	5.5	6.4	9	5.1	6.2	11	5.3	6.3	10	2	
	9	St. Peter	4.6	5.6	10	4.8	6.0	12	4.7	5.8	11		10M
8	9	Cathedral	5.6	6.8	12	6.0	7.1	11	5.7	6.9	12		
	1	O.L.S.	3.9	6.1	22	3.9	5.4	15	3.8	5.6	18	1	
	1	St. Anne	3.4	5.2	18	3.4	6.0	26	3.3	5.5	22	2	
	2	St. Augustine	4.2	6.2	20	4.5	6.5	20	4.3	6.3	20	1	
	4	St. Cyril	4.2	5.7	15	5.6	7.8	22	4.9	6.7	18		
	8	St. Justin	6.4	8.1	17	6.9	8.0	11	6.7	8.1	14	1	
	7	St. Peter	6.0	7.2	12	5.7	7.2	15	5.8	7.2	14	1	
UPPER	70	ANNUAL MEAN GROWTH			12			14			13	(8)	(10)
						FIRST SEMESTER							
7	4	St. Anne	3.5	3.6	1	3.0	4.2	12	3.3	3.7	4		
8	3	St. Augustine	4.2	5.8	16	4.7	5.4	7	4.4	5.5	11		
UPPER	7	1st SEMESTER MEAN GROWTH			7			10			7		
						SECOND SEMESTER							
7	3	St. Anne	3.0	4.4	14	3.2	5.3	21	3.2	4.2	10		
	3	St. Augustine	4.2	6.0	18	5.3	5.1	-2	4.7	5.5	8		
	1	St. Cyril	2.9	3.3	4	3.4	5.4	20	3.1	3.5	4		
8	1	Cathedral	2.8	4.2	14	4.4	6.0	16	3.5	5.0	15		
	1	St. Anne	4.8	7.3	25	4.7	6.1	14	4.6	6.6	20		
UPPER	9	2nd SEMESTER MEAN GROWTH			15			12			10		
UPPER	16	MEAN GROWTH BOTH SEMESTERS			12			11			9		

M-Math

HIGH SCHOOL

Grade	No. pupils	School	Word Knowledge G.E. Pre	Word Knowledge G.E. Post	Word Knowledge 7 mo. Grow.	Rdg. Comp. G.E. Pre	Rdg. Comp. G.E. Post	Rdg. Comp. 7 mo. Grow.	Total Rdg. G.E. Pre	Total Rdg. G.E. Post	Total Rdg. 7 mo. Grow.	Un-Tested	Helped
						A N N U A L							
9	19	South Catholic	8.3	9.2	7	8.1	9.2	11	8.3	9.3	10	12	
10	8	"	9.2	8.7	-5	8.2	8.4	2	8.4	8.6	2	4	
11	1		8.6	8.2	-4	7.8	8.1	3	8.2	8.0	-2		
H.S.	28	ANNUAL MEAN GROWTH			4			8			7	(16)	

CATHEDRAL MATH

Grade	No. pupils	School	Computation G.E. Pre	Computation G.E. Post	Computation 7 mo. Grow.	Concepts G.E. Pre	Concepts G.E. Post	Concepts 7 mo. Grow.	Combined Total G.E. Pre	Combined Total G.E. Post	Combined Total 7 mo. Grow.	Un-Tested	Para Helped
						A N N U A L							
4	3	Cathedral	2.5	3.6	11	1.7	3.3	16	2.1	3.5	14	1	21*
5	5	"	3.3	5.0	17	3.2	5.5	23	3.3	5.3	20	1	
6	6		4.0	5.9	19	3.6	5.0	14	3.8	5.5	17		
7	3		5.0	6.9	19	4.4	5.1	7	4.7	6.0	13		
8	2		4.6	7.8	32	4.8	6.0	12	4.7	6.9	22		
	19	ANNUAL MEAN GROWTH			19			16			17	(2)	
						S E C O N D S E M E S T E R							
4	1	"	1.2	1.5	3	1.4	1.6	2	1.3	1.5	2		
5	1		4.7	5.6	9	2.8	4.6	18	3.8	5.1	13		
	2	BOTH SEMESTER MEAN GROWTH			6			10			8		

*at St. Peter

TRANSITIONAL ENGLISH

Grade	No. pupils	School	Word Knowledge G.E. Pre	Word Knowledge G.E. Post	Word Knowledge 7 mo. Grow.	Rdg. Comp. G.E. Pre	Rdg. Comp. G.E. Post	Rdg. Comp. 7 mo. Grow.	Total Rdg. G.E. Pre	Total Rdg. G.E. Post	Total Rdg. 7 mo. Grow.	Un-Tested	Para Helped
		ANNUAL											
1		St. Peter										4	
2		"										2	
3		"										1	
4		"										2	
5	5	O.L.S.	3.5	4.5	10	3.3	4.6	13	3.4	4.5	11		
	1	St. Peter	1.6	2.6	10	2.6	3.0	4	2.2	2.8	6	2	
6	2	O.L.S.	3.1	3.7	6	2.9	4.2	13	3.0	4.0	10		
	1	St. Peter	2.4	2.6	2	2.6	3.2	6	2.4	2.9	5	2	
7	5	O.L.S.	4.0	5.1	11	4.7	6.1	14	4.2	5.5	13	2	
8	2	O.L.S.	2.9	5.2	23	3.1	5.3	22	3.0	5.1	21	2	
	16	ANNUAL MEAN GROWTH			11			13			12	(17)	
		FIRST SEMESTER											
7	1	O.L.S.	5.4	6.9	15	5.3	9.6	13	5.3	8.2	29		
		SECOND SEMESTER											
6	1	O.L.S.	2.8	3.7	9	3.2	3.5	3	3.0	3.5	5		
	2	BOTH SEMESTERS MEAN GROWTH			12			23			17		

Teacher Survey
Supplemental Assistance Program
1974-1975

School_____ School Staff Teacher_____ Grade_____

Paraprofessional_____ Service Offered: Full Year_____ Sem._____

Approximate Number of hours of weekly service offered: _____

	Additional help to pupils already in center programs No. Pupils				Supplemental help to non-serviced pupils No. Pupils			
	Much Help	Some Help	Little Help	Comment Below	Much Help	Some Help	Little Help	Comment Below
1. Motor Development								
2. Auditory Perception								
3. Visual Discrimination								
4. Language Development								
5. Oral Reading								
6. Reading Comprehension								
7. Handwriting								
8. Written Expression								
9. Math Concepts								
10. Explanation of Assignments								
11. Learning Disability								
12. Enhanced Self-Concept								
13. Others:								

_____

_____

_____

HARTFORD NONPUBLIC SCHOOLS
1974-1975
INSTRUCTIONAL CENTER PROGRAMS

Long-term Goals

The individual pupil's sense of self-worth is the essential base for self-motivation and growth in all areas of learning. Therefore, a fundamental goal of the Instructional Center program is the development of that concept. In pursuit of this, the following specific goals are established for the Hartford Nonpublic Instructional Centers for 1974-1975:

1. The individual child will be an active participant in the ongoing evaluation of his needs and in the planning for his progress. Options in the selection and use of materials to meet his diagnosed needs will be available to him.

2. An individual record of needs, activities, and progress will be developed and utilized for each child---daily, weekly, monthly, and long-term.

3. Skills development and independent functioning will be enhanced by the physical arrangement of the Instructional Center and the organization of materials within it.

4. All materials in the Instructional Center will be designed and/or adapted for individual assignment and use according to diagnosed needs.

5. Each staff member will self-evaluate both personal performance and Instructional Center program on a monthly basis, making needed changes in light of the above goals. Plans for the 1975-1976 school year will reflect teacher input based on these self-evaluations.

HARTFORD NONPUBLIC SCHOOLS

INSTRUCTIONAL CENTER PROGRAMS

Immediate Plans - Student

Student: _____ Teacher: _____

Time: _____ Week of: _____

Cognitive Objectives: 1.

2.

3.

Affective Objectives: 1.

DATE	ACTIVITIES	PUPIL CHECK	TEACHER EVALUATION
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

NOTES:

10/74

Hartford Nonpublic Programs
Parent Newsletter Survey

COMPOSITE OF RESPONSES RETURNED IN MARCH, 1975

Statement	# Yes Responses	# No Responses	% Yes Responses
I would like:			
1. more bilingual articles	55	19	74%
2. more information about funding	42	31	58%
3. information on how students are recommended and accepted in the centers	68	15	82%
4. more articles about the centers themselves	73	13	85%
5. stories written by the children	71	13	85%
6. more center meetings in separate schools	15	51	23%
7. to know how I as a parent can help	60	28	68%

8. Others:

Requests for native language communication	4
Requests for homework	3
Inquiries as to how parents can help at home	9
Comments on parent work load, re: attending meetings	2
Offer to help/or raise funds	2

Date June 25, 1975

1974-75 COMPENSATORY PROGRAM COMPONENT EVALUATION

Town Hartford

Prgm Director Dr. Margaret Godfrey

Address 125 Market Street

Prgm Evaluator Jeanne Bien

Program Title Sharing Corrective Services with Eligible Nonpublic Schools

Component Hartford Composite

Indicate the number of weeks this program was in operation: 34

Project Number: 64-2

Funds for this program component:

SADC: $ 62,250

Title I: $234,530

_____: $_____ (Specify any other)

1. Program Participants

Total public school pupils 0

Total nonpublic school pupils 641

2. Schools where programs took place:

Cathedral of St. Joseph, St. Augustine, Our Lady of Sorrows, St. Anne, St. Peter, St. Justin, SS. Cyril & Methodius, South Catholic

Grade level breakdown for all pupils served:

Pk	K	1	2	3	4	5	6	7	8	9	10	11	12
	2	14	116	128	69	82	65	72	49	31	12	1	--

3. Economic and educational criteria used to select pupils for services of the program:

A. Educational attainment one year or more below level in basic skills.
B. Restricted achievement because of economic, linguistic, or environmental isolation.

4. Number and type of staff to whom SADC or Title I funds were paid:

(15) teachers (9) aides (.4) supervisory (1) clerical

5. Principal component objectives related to pupils' achievement and attitudes:

A. To improve academic performance in language, reading, or math by an average of one month's growth per tested month of instruction.
B. To improve self-concept and attitude toward learning.

6. Description of component activities and services:

See Narrative III

7. Evaluation of the principal goals of the program component, measures used, results, and an interpretation of what the results mean.

See Narrative V

8. Title I funds are provided to serve children from low-income areas regardless of whether they attend public or private schools. If children going to nonpublic schools resided in the school attendance areas validated for Title I, ESEA services in your community, provide the following:

   a. Where Title I services were rendered, indicate the number of children and the name(s) of the nonpublic schools they attended.

      Does not apply

   b. Describe the specific services nonpublic school children received.

      Does not apply

   c. Indicate the dollar amount of Title I, ESEA funds used for the above services.

      Does not apply

9. Aside from the evaluation made of program objectives, indicate any <u>successful outcomes</u> resulting from Title I or SADC efforts in the town during the past year.

   See Narrative VI

10. Aside from the evaluation made of program objectives, indicate any <u>problems</u> resulting from Title I or SADC efforts in the town during the past year.

    See Narrative VI

11. State the <u>recommendations</u> for the future consideration of the programs. Base the recommendations on the findings and conclusions of this evaluation report.

    See Narrative VI

12. Report the standardized test results for program pupils on the following pages. Report results so that pre- and post-test scores are for the <u>same</u> pupils. Report results only for those pupils who were administered the appropriate battery levels of the test for the pupil's school grade placement.

    The test results are organized to help in a state-wide analysis of SADC and Title I. Report scores for a single subtest: reading comprehension, math computation, math concepts, or language, whichever of these are related to the program being offered. Note that group scores have been requested for specific grade levels only on page 4, while page 5 has been organized for all other test information which cannot be included on page 4.

STANDARDIZED TEST INFORMATION
NOT INCLUDED ON PRECEDING PAGE

Town Hartford

Title of Sharing Corrective Services with
Program Eligible Nonpublic Schools

ANNUAL READING COMPOSITE
FOR GRADES 2 - 8

Provide Test Information for (A) or (B) Below:

Test Instrument Information

Gr Lvl	Name of Test	Yr. Test Pub.	Subtest for Which Scores are Provided	Pre/ Post Battery Level	Pre/ Post Test Form	No. of Pupils Tested
2	MAT	1971	Reading Comp.		H / G	78
3	"	"	"		" / "	73
4						49
5						39
6						35
7						38
8						32

(A)
Raw Scores and Standard Scores

Month of Pre/ Post Test	Pre Test Mean Scores r.s./ s.s.	Post Test Mean Scores r.s./ s.s.

(B)
Raw Scores and Other Derived Scores (Specify)

Month of Pre/ Post Test	Pre Test Mean Scores r.s. / G.E.	Post Test Mean Scores r.s. / G.E.
OCT / MAY	1.5	2.4
" / "	2.2	3.1
	2.6	3.5
	3.0	4.0
	3.9	5.2
	4.4	5.8
	5.9	7.3

STANDARDIZED TEST INFORMATION
NOT INCLUDED ON PRECEDING PAGE

Town Hartford

Title of Program Sharing Corrective Services with Eligible Nonpublic Schools

SEMESTER READING COMPOSITE
FOR GRADES 1 - 8

Test Instrument Information

Gr Lvl	Name of Test	Yr. Test Pub.	Subtest for Which Scores are Provided	Pre/ Post Battery Level	Pre/ Post Test Form	No. of Pupils Tested
2	MAT	1971	Reading Comp.		H	4
3	"	"	"		H	4
4					"	2
5					"	3
6						9
7						4
8						3
1	MAT	1971	Reading Comp.		H	4
2	"	"	"		G	8
3					"	4
4					"	5
5						11
6						5
7						7
8						2

Provide Test Information for (A) or (B) Below:

(A)
Raw Scores and Standard Scores

Month of Pre/ Post Test	Pre Test Mean Scores r.s./ s.s.	Post Test Mean Scores r.s./ s.s.

STANDARDIZED TEST INFORMATION
NOT INCLUDED ON PRECEDING PAGE

Town Hartford

Title of Sharing Corrective Services with
Program Eligible Non-Public Schools

HIGH SCHOOL COMPONENT

Provide Test Information for (A) or (B) Below:

Test Instrument Information							(A) Raw Scores and Standard Scores			(B) Raw Scores and Other Derived Scores (Specify)		
Gr Lvl	Name of Test	Yr. Test Pub.	Subtest for Which Scores are Provided	Pre/ Post Battery Level	Pre/ Post Test Form	No. of Pupils Tested	Month of Pre/ Post Test	Pre Test Mean Scores r.s./ s.s.	Post Test Mean Scores r.s./ s.s.	Month of Pre/ Post Test	Pre Test Mean Scores G.E.	Post Test Mean Scores G.E.
9	Calif. Rdg.	1957	Comprehension	Adv. / Adv.	W / W	19				10 / 5	8.1	9.2
10	"	(1963 norms	"	" / "	" / "	8				" / "	8.2	8.4
11	"	"	"	" / "	" / "	1				" / "	8.2	8.2

STANDARDIZED TEST INFORMATION
NOT INCLUDED ON PRECEDING PAGE

Town Hartford

Title of Program Sharing Corrective Services with Eligible Non-Public Schools

TRANSITIONAL ENGLISH COMPONENT

Provide Test Information for (A) or (B) Below:

Test Instrument Information

Gr Lvl	Name of Test	Yr. Test Pub.	Subtest for Which Scores are Provided	Pre/ Post Battery Level	Pre/ Post Test Form	No. of Pupils Tested
5	MAT	71	Reading Comp.		H / G	5
6	"	"	"		H / G	2
7	"	"	"		H / G	5
8	"	"	"		H / G	2
6	"	"	"		H / G	1
7	"	"	"		H / H	1
						16

(A) Raw Scores and Standard Scores

Month of Pre/ Post Test	Pre Test Mean Scores r.s./ s.s.	Post Test Mean Scores r.s./ s.s.

(B) Raw Scores and Other Derived Scores (Specify)

Month of Pre/ Post Test	Pre Test Mean Scores r.s. / G.E.	Post Test Mean Scores r.s. / G.E.
10 / 5	3.3	4.6
10 / 5	2.9	4.4
10 / 5	4.7	6.1
10 / 5	3.1	5.3
10 / 5	3.2	3.5
10 / 5	5.3	9.6

STANDARDIZED TEST INFORMATION
NOT INCLUDED ON PRECEDING PAGS

Town Hartford

Title of Program: Sharing Corrective Services with Eligible Non-Public Schools

MATH COMPONENT

Provide Test Information for (A) or (B) Below:

Test Instrument Information

Gr Lvl	Name of Test	Yr. Test Pub.	Subtest for Which Scores are Provided	Pre/ Post Battery Level	Pre/ Post Test Form	No. of Pupils Tested
4	MAT	1971	Math Comp.	H / G		3
5	"	"	"	" / "		5
6						6
7						3
8						2
4	MAT	1971	Math Comp.	H / G		1
5	"	"	"	" / "		1

(A)
Raw Scores and Standard Scores

Month of Pre/ Post Test	Pre Test Mean Scores r.s./ s.s.	Post Test Mean Scores r.s./ s.s.

(B)
Raw Scores and Other Derived Scores (Specify)

Month of Pre/ Post Test	Pre Test Mean Scores G.E.	Post Test Mean Scores G.E.
9-74 / 5	2.0	3.6
9-74 / 5	3.3	5.0
9-74 / 5	4.0	5.9
9-74 / 5	5.0	6.9
9-74 / 5	4.6	7.8
1-75 / 5	1.2	1.5
1-75 / 5	4.7	5.6